

Indiana Department of Education

2011 Fine Arts Textbook Adoption Scoring Rubric

EXPLORING MUSIC GRADE 4

Exploring Music in Grade 4 is based on the Indiana Academic Standards for Music. Students are provided a balanced, comprehensive music curriculum that is developmentally appropriate in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to perform and create music, respond to music, and integrate music study into other subject areas. Activities and experiences in music are designed to develop students' appreciation of music as an art form, to build the foundation for music literacy, and to understand music as it relates to history, culture, and the community.

Exploring Music Grade 4 Checklist

Standard 1 – Performing Music: Signing alone and with others

Students sing a variety of music expressively with attention to breath control, pitch, tone quality, diction, and posture. They sing partner songs, rounds, and songs with ostinatos, and they follow the directions of a conductor.

- ___ 4.1.1 Sing while maintaining good breath control, pitch, diction, tone quality, and posture.
- ___ 4.1.2 Sing expressively with attention to dynamics and phrasing.
- ___ 4.1.3 Sing a diverse repertoire of songs with varied accompaniment and including other cultures and languages, adding any movement considered intrinsic to authentic performance of the music.
- ___ 4.1.4 Sing partner songs, rounds, and songs with ostinatos.
- ___ 4.1.5 Follow the cues of a conductor.

Standard 2 – Performing Music: Playing an instrument alone and with others

Students play melodies, rhythms, and chords on pitched or non-pitched classroom instruments with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.

- ___ 4.2.1 Play melodic, rhythmic, and chordal patterns with correct rhythms, tempo, and dynamics by rote and by reading.
- ___ 4.2.2 Play pitched and non-pitched percussion instruments, keyboards, and recorders (as identified by curriculum) using correct techniques for holding instruments and producing sound.
- ___ 4.2.3 Play ostinato accompaniments on pitched and non-pitched classroom instruments, independently and with others.
- ___ 4.2.4 Play instrumental pieces of various styles and cultures.
- ___ 4.2.5 Follow the cues of a conductor.

Standard 3 – Creating Music: Improvising melodies, variations, and accompaniments

Students improvise rhythmic and melodic accompaniments to known melodies. They create compositions and accompaniments using the voice or instruments and improvise simple variations of familiar songs.

- ___ 4.3.1 Create rhythmic patterns and melodic ostinatos to accompany classroom songs using pitched and non-pitched instruments, body percussion, and electronic sounds.
- ___ 4.3.2 Improvise a short ostinato to be played or sung with a pentatonic song.
- ___ 4.3.3 Improvise a melodic variation of a familiar song or musical phrase.
- ___ 4.3.4 Improvise a short composition using various sounds in response to the direction of a teacher or student conductor.
- ___ 4.3.5 Improvise movements to accompany or demonstrate a melody.
- ___ 4.3.6 Use voices and instruments to create appropriate sound effects or accompaniments to a poem or short story.

Standard 4 – Creating Music: Composing and arranging music within specified guidelines

Students create, notate, and perform short pieces or songs to accompany texts. They create original compositions and arrangements using available sound sources.

- ___ 4.4.1 Compose a melody for a verse of a selected poem and notate it using traditional or electronic means.
- ___ 4.4.2 Working independently or collaboratively and within teacher guidelines, create and notate a melody to convey extramusical ideas such as a ballad or story, using audio recording, graphic notation, or standard notation as appropriate. Create a simple accompaniment for the work.
- ___ 4.4.3 Plan a short composition with a given form using various pitched, non-pitched, and electronic sound sources. Perform as an ensemble with a student conductor.
- ___ 4.4.4 Arrange a melody and accompaniment for various vocal or instrumental sounds using available electronic sources.

Standard 5 – Responding to Music: Reading, notating, and interpreting music

Students read, write, and perform rhythms and melodies as found in notated music. They apply an expanded vocabulary of musical symbols and terms.

- ___ 4.5.1 Read, notate, and perform quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in duple and triple meters using rhythm syllables.
- ___ 4.5.2 Identify and notate patterns from aural examples.
- ___ 4.5.3 Read and perform songs from notation and sight read new songs using expanded pitch ranges.
- ___ 4.5.4 Identify the musical symbols for sharps, flats, and naturals. Identify the diatonic scale and the key signatures of C, G, and F major.
- ___ 4.5.5 Identify and apply an expanded vocabulary of musical terms as found in notated music.

Standard 6 – Responding to Music: Listening to, analyzing, and describing music

Students identify musical elements, forms, voices, and instruments from aural examples. They describe what they hear through movement, writing, and illustration.

- ___ 4.6.1 Describe tempo, dynamics, articulation, and rhythmic and melodic elements through movement, writing, or illustration, including how these elements might convey an expressive mood.
- ___ 4.6.2 Identify and describe AB, ABA, theme and variations, and rondo forms using movement and symbols.
- ___ 4.6.3 Expand use of musical terms, instrument names, and styles, using word banks and other vocabulary activities.
- ___ 4.6.4 Establish a portfolio that documents understanding of musical experiences through writing samples, illustrations, and related media computer files.
- ___ 4.6.5 Identify members of string, brass, woodwind, and percussion families and instruments associated with various cultures.
- ___ 4.6.6 Classify singers according to vocal range and performance style.
- ___ 4.6.7 Demonstrate appropriate listening behavior for various types of performances.

Standard 7 – Responding to Music: Evaluating music and music performances

Students express personal music preferences. They evaluate short compositions based on teacher guidelines, develop criteria for evaluating performances, and demonstrate appropriate behavior when performing.

- ___ 4.7.1 Explain personal preferences for specific musical works and styles using appropriate terminology.
- ___ 4.7.2 Listen to and evaluate a short musical composition or song using teacher guidelines.
- ___ 4.7.3 Establish and apply criteria for evaluating various types of musical performances including personal efforts.
- ___ 4.7.4 Identify and demonstrate appropriate behavior when performing music.

Standard 8 – Responding to Music: Understanding relationships between music, the other arts, and disciplines outside the arts

Students identify musical elements that relate to other disciplines and interpret aural examples through various means. They use music to describe literature and discover musical examples that support content of other disciplines.

- ___ 4.8.1 From a list of the elements of music, identify those that apply when viewing and discussing specific works of art.
- ___ 4.8.2 Interpret aural musical examples using dance, drama, art, or writing.
- ___ 4.8.3 Use classroom instruments to orchestrate an original piece of writing such as a description of a favorite literary character or a paragraph about a given subject using descriptive words.

- ___ 4.8.4 Sing songs to support learning in another discipline outside the arts such as creating new verses for “Weevily Wheat” using additional multiplication tables, or reading *The Drinking Gourd* by F.N. Monjo and learning the song, “Follow the Drinkin’ Gourd.”

Standard 9 – Responding to Music: Understanding music in relation to history and culture

Students investigate music related to Indiana history and understand connections to historical and cultural trends. They explore other contemporary and historical cultures through musical examples and learn of music and musicians in their own community.

- ___ 4.9.1 Explore and perform music associated with historical periods, events, and movements in Indiana such as music of specific American Indian tribes, songs of the Civil War, or songs of the Underground Railroad.
- ___ 4.9.2 Learn “play-party” and singing games of the pioneers in Indiana and relate them to the culture and life style of the period.
- ___ 4.9.3 Identify and experience music of renowned musicians throughout Indiana history.
- ___ 4.9.4 Explore music of other cultures through live or recorded authentic performances and the role of music and musicians related to the cultures and times.
- ___ 4.9.5 Investigate and write about community musicians and attend live performances when possible.